

Arkansas SECCS Implementation Plan

Early Care and Education Work Group

EC & ED Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
1. Implement a statewide early care and education quality rating system/incentive program	A) Quality Rating Scale Work Group (sub-group of Early Care & Ed) and AECCS/QRS Advisory Groups	1. Draft a plan for tiered system of quality in Arkansas that will enable cc providers to voluntarily increase quality through technical assistance, training, tiered reimbursement and other incentives	a. Convene group to draft and develop the QRS plan, incorporating input from all AECCS work groups	DHHS/DCCECE, AR Dept. of Education; private cc providers, CCR&Rs, ABC programs, higher ed., work group members from all AECCS work groups	09/06 – 12/06
			b. Completed QRS draft reviewed by outside consultants	Child Care Bureau	12/06
			c. Revised QRS plan shared with AR EC Commission, child care provider focus groups, etc. for input and revision	QRS Sub-Group, DHHS/DCCECE	09/06 – 08/07
			d. Accountability issues and data collection, technical requirements anticipated	DHHS/DCCECE – Northrup Grumman	09/06 – 08/07
		2. Prepare to launch “Phase One” of Arkansas Quality Rating System	a. Issue RFP for TA/Tool Kit and Website	DHHS/DCCECE; Tool Kit contract	09/06 – 12/06
			b. Develop and test TA/Tool Kit	AECCS QRS Advisory Groups (all AECCS work groups)	01/07 – 9/07

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(continued) 1. Implement a statewide early care and education quality rating system/incentive program	(continued) A) Quality Rating Scale Work Group (sub-group of Early Care & Ed) and AECCS QRS Advisory Groups	(continued) 2. Launch “Phase One” of Arkansas Quality Rating System 3. Expand QRS implementation by 15% during second implementation year	(continued) c. Enlist program sites for “Phase One” (first cohort) QRS implementation d. Utilize continuous evaluation model during QRS implementation, with quarterly reports, refinements, etc. a. Enlist additional sites for second year of QRS implementation b. Maintain and expand web version of TA/Tool Kit c. Utilize continuous evaluation model during QRS implementation, with quarterly reports, refinements, etc.	(continued) DHHS/DCCECE DHHS/DCCECE; QRS evaluation team; Northrup Grumman DHHS/DCCECE DHHS/DCCECE; Tool Kit contract and AECCS Advisory Groups DHHS/DCCECE; QRS evaluation team; Northrup Grumman	(continued) 09/06 – 9/07 09/07 – 9/08 09/08 – 08/09 09/08 – 08/09 09/08 – 08/09

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(continued) 1. Implement a statewide early care and education quality rating system/incentive program	(continued) B) “Quality Counts” PR campaign	(continued) 1. Develop and implement a robust public education campaign that will create a demand for high quality early care and education experiences and inform parents and informal caregivers about the importance of the first five years.	(continued) a. Convene partners and determine parameters of campaign b. Engage Arkansas ad agency to develop outreach and education, initial concepts, strategies and timelines c. The Communications Group develops PowerPoint Presentation for outreach to potential corporate partners, and inreach to agency partners d. Research and development phase, incorporating regional parent focus groups d. Launch three-year PR campaign with “Quality Counts” branding strategies, media, publicity, and targeted community events	(continued) Quality Campaign sub-group appointed from EC & ED work group Quality sub-group partners; The Communications Group DHHS/DCCECE; Arkansas Early Childhood Association DHHS/DCCECE; Quality Campaign sub-group DHHS/DCCECE; The Communications Group; Corporate Partners	(continued) 09/06 – 08/07 09/06- 08/07 09/06 – 08/07 09/06 –08/07 09/06 – 08/09

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2. Implement a Child Care Health Consultation support network for the purpose of improving quality and strengthening the health, safety and quality of early care and education service delivery and otherwise support early care and education programs across the state in matters regarding health issues.	A) Early Childhood Health Initiative – program that will target 5 ABC programs in Batesville, Hope, Monticello, N. Little Rock, and Paris	1) Provide access to health, nutrition, and safety education for children in child care, their families, and child care providers	a. Provide Child health coordinators to link community resources, cc providers, classrooms and families b. Provide classroom-based assessment (NAP SACC) to all program participants c. Provide mental health screening (DECA) to all program participants d. Provide TA to sites, base interventions on assessments, continuous evaluation	DHHS/DCCECE – Arkansas Better Chance public Pre-K programs	09/06 – 08/07
	B) AECCS Medical Homes QRS Advisory Group	1) Provide guidance and expertise to contracted entity in development of QRS materials relating to health and medical home issues	a. Develop materials to satisfy requirements of Quality Rating Scale “Parent/Family/Community Partnerships” performance measure, as they relate to health and medical homes issues	DHHS/DCCECE-DOH; Medical Homes QRS Advisory Group; TA/Tool Kit Developer	09/06 – 08/07

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(continued) 2. Implement a Child Care Health Consultation support network for the purpose of improving quality and strengthening the health, safety and quality of early care and education service delivery and otherwise support early care and education programs across the state in matters regarding health issues.	(continued) C) AR Immunization Registry	(continued) 1. Facilitate up-to-date and easily accessible immunization information for children in child care, increasing immunization rates and preventive services for children in child care.	(continued) a. DHHS, DOH and DCCECE update policies, allowing child care providers to access Immunization Registry b. Educate child care providers on use of Immunization Registry c. Fully implement utilization of immunization data available to all licensed child care facilities	(continued) DHHS/DCCECE (Licensing Unit)- DOH (Immunization Registry)	(continued) 09/06- 08/07 09/07 – 08/08 09/08 – 08/09
3. Support other early care and education initiatives (including child care subsidy programs) sponsored by the Child Care Bureau and Head Start Bureau	A) ADE/Special Ed. Early Childhood Behavior Specialist Program	1. Provide mental health and social-emotional development training, consultation, TA, and support to preschool children and ec providers and professionals	a. Each of the (15) Education Service cooperatives-Special Ed Early Childhood Programs and the Tri-District Special Education Early Childhood Program to hire at least one behavior specialist. b. ADE/Special Education Unit to provide ongoing training for specialists	ADE/Special Education and DHHS/DCCECE – Arkansas Better Chance Programs	09/06 – 08/07 09/06 – 08/09

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(continued) 3. Support other early care and education initiatives (including child care subsidy programs) sponsored by the Child Care Bureau and Head Start Bureau	(continued) A) ADE/Special Ed. Early Childhood Behavior Specialist Program	(continued) 1. Provide mental health and social-emotional development training, consultation, TA, and support to preschool children and ec providers and professionals	(continued) c. Develop the specific guidelines for the implementation of the program between the cooperatives, Tri-District and local early childhood programs d. Begin the direct provision of services for preschool children and consultation to early childhood providers	(continued) ADE/Special Education and DHHS/DCCECE – Arkansas Better Chance Programs	(continued) 09/06 – 08/09
	B) Early Childhood Mental Health Consultation Project	1. Enhance the capacity of child care centers/teachers to prevent and manage mental health problems in children	a. Provide teacher training and consultation; conducting large and small group classroom activities	DHHS/DCCECE and DBHS; Head Start Collaboration office; Ozark Guidance Center; Counseling Associates; Mid-South Health Systems; UAMS Partners For Inclusive Communities	09/06 – 08/07

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(continued) 3. Support other early care and education initiatives (including child care subsidy programs) sponsored by the Child Care Bureau and Head Start Bureau	(continued) B) Early Childhood Mental Health Consultation Project	(continued) 2. Enhance the capacity of parents to prevent and manage mental health problems in children	(continued) b. Conduct Parenting education classes	(continued) DHHS/DCCECE and DBHS; Head Start Collaboration office; Ozark Guidance Center; Counseling Associates; Mid-South Health Systems; UAMS Partners For Inclusive Communities	(continued) 09/06 – 08/07
		3. Improve the outcomes of children enrolled in the collaborating child care programs	c. Screen children for behavioral concerns and protective factors (DECA); make referrals for individual mental health services		09/06 – 08/07
		4. Enhance the capacity of mental health professionals to manage mental health problems in children	d. Collaborate with local colleges and universities to offer training opportunities to students		09/06 – 08/07

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<p>(continued)</p> <p>3. Support other early care and education initiatives (including child care subsidy programs) sponsored by the Child Care Bureau, Head Start Bureau, etc.</p>	<p>(continued)</p> <p>C) Early Childhood Oral Health Initiative – two regions of the state participating in engagement and education of HS/EHS staff to promote oral health in young children</p>	<p>(continued)</p> <p>1. Promote and increase access to quality, comprehensive, culturally competent preventive, diagnostic and treatment practices to improve oral health</p>	<p>(continued)</p> <p>a. Provide evidence-based parent education for oral health</p> <p>b. Provide caries risk assessment</p> <p>c. Provide anticipatory guidance</p> <p>d. Administer fluoride varnish to children at risk for dental caries</p>	<p>(continued)</p> <p>UAMS Dept. of Dental Hygiene; UAMS College of Nursing – Graduate pediatrics; Delta Dental Plan of Arkansas; Arkansas head Start – State Collaboration Project, Child Development, Inc.</p>	<p>(continued)</p> <p>09/06 – 08/09</p>

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(continued) 3. Support other early care and education initiatives (including child care subsidy programs) sponsored by the Child Care Bureau, Head Start Bureau, etc.	(continued) D) Arkansas Project for Children with Deaf-blindness	(continued) 1. To serve those (birth – 21) who are deaf-blind or are at risk of being deaf-blind, affording them inclusive settings for educational, vocational, recreational and community environments	(continued) a. Advisory Committee (parents, consumers, students and service agency representatives) oversees activities b. Provide resources to those identified as deaf-blind: resource library, educational materials, parent support, family and professional networking, sharing of effective practices c. Provide training and TA to those working with deaf-blind, based on needs expressed by local school district or individual agency d. Provides registry of children (birth – 21) who have been identified as deaf-blind	(continued) Arkansas Department of Education	(continued) 09/06 – 08/09

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4. Increase the capacity of early childhood providers to deliver high quality childhood care and education through the provision of supervision, training and technical assistance	A) Curriculum Review Committee	1. Advise and recommend to DCCECE regarding which curricula will be identified as “approved” for use in state funded and ‘Quality Initiative’ supported programs	a. Steering Committee oversees work of three specific areas: Early Childhood (3-5); Infant Toddler (0-3); and School Age.	Partners represented: Higher Ed (U of A, ASU, Pulaski Tech); Public Pre-K teachers and administrators; Head Start, Dept. of Ed.; Dept. of Ed./Early Childhood Special Ed; Quality Approval Specialists; Pre-K ELLA and Math/Science Curriculum Developers; CDA instructors; Private Pre-K Providers; DCCECE staff	09/06 – 08/09
			b. EC sub-group -- Benchmark proposed curricula against criteria checklist, formulated from Early Childhood Frameworks; designate “approved” curricula as comprehensive (supporting all domains) or as supplemental; identify “child centered” curricula		09/06 – 08/09
			c. I/T sub-group -- Begin process of formulating curricula recommendations for I/T (construct criteria, based on Infant/Toddler Frameworks; interview authors and publishers of proposed curricula, etc.)		09/06 –08/07
			d. School-Age sub-group – establish protocol for SA curricula recommendation structure and process		09/06 –08/07

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4. Increase the capacity of early childhood providers to deliver high quality childhood care and education through the provision of supervision, training and technical assistance	(continued) B) Arkansas Early Childhood Professional Development System (AECPDS) Evaluation	(continued) 1. Improve coordination, comprehensive-ness and validity of AECPDS, therefore increasing quality across early care and education programs.	(continued) a. Determine research questions for study b. Prove whether the program works as planned (summative analysis of accrued system outcomes) c. Analyze results and formulate strategies to address needed system improvements (formative analysis of desired outcomes)	(continued) DHHS/DCCECE with outside evaluators (Keystone Research); AECPDS Steering Committee; Dept. of Ed; U of A, Fayetteville, ASU Childhood Services	(continued) 09/06 – 08/09
	C) AR Strengthening Families Initiative	1. Develop online training opportunity to enable directors and supervisors of early care programs to utilize SFI self-assessment tool, therefore building protective factors in families that they serve.	a. Write online training module in partnership with Zero to Three, and according to Arkansas law regarding mandated reporting. b. Format for online delivery, and test in selected SFI (and other) early care programs. c. Deliver training to all SFI network program d. Fully implement as component of QRS Phase One	Alliance of Children's Trust Funds Seed Grant (Partners): AR Children's Trust Fund; DHHS/DCCECE; DHHS/DCFS; National Zero To Three; U of A Cooperative Extension	09/06 – 08/07 09/06 – 08/07 09/06 – 08/07 09/07 – 08/09

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4. Increase the capacity of early childhood providers to deliver high quality childhood care and education through the provision of supervision, training and technical assistance	D) Child Care Resource and Referral agencies (5 local agencies with DCCE CE providing statewide coverage for all unserved areas.	1. Provide assistance and referral services to parents in selection of high quality care.	a. Establish and maintain data base (NACCRRAware) to track referral calls and determine areas of great need for expanded services.	CCR&R Agencies (5 regional agencies and 1 statewide entity)	09/06 – 0 8/09
		2 Provide technical assistance to early care providers in attaining quality approval status	b. Provide TA and resources through training, lending library and personal contacts.	CCR&R Agencies (5 regional agencies and 1 statewide entity)	09/06 – 08/09
		3. Provide technical assistance to local government, business and school/community programs to increase capacity and quality of care in designated areas.	c. Grant writing training sessions provided regarding all grant programs available through DHHS/DCCECE.	White River Planning and Development District/Children of NC AR (CCR&R)	09/06 – 08/09
			d. Business training offered to family child care homes	Southern Good Faith Fund/Women's Business Development Center	09/06 - 08/09

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4. Increase the capacity of early childhood providers to deliver high quality childhood care and education through the provision of supervision, training and technical assistance	E) CCR&R Technical Assistance Consultation Services	1. Provision of technical assistance and consultation services to assist i expansion of high quality early care and education programs	a. Contractual agreements in place with ASU/Childhood Services and Child Care Connections to deliver technical assistance and consultation services to early care providers upon referral by DCCECE and/or by self referral for services	ASU/Childhood Services Child Care Connections	09/06 – 08/09
	F) Early Care and Education Specialist Certificate	1. Provide professional development for ec staff in specialized areas	a. Publicize the course b. Conduct the 40-clock hr. of seminars, including principles of child development and an emphasis on participants' chosen speciality areas: Infant/Toddler, Preschool, School-age or Family Child Care c. Guide participants in completing the 20-clock hr. individualized professional development module	DHHS/DCCECE; ASU Childhood Services	09/06 – 08/09

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5. Increase the accessibility and affordability of high quality early care and education environments for all children	A) Economic Impact Study	1. Measure and explain the economic impact of the Child Care Industry on the economy of Arkansas, formulating a model that will analyze linkages between Child Care Industry and the economy	a. Statewide Licensed Child Care Facility Survey b. Two parent focus group sessions c. Statewide parent group telephone surveys d. Industry analysis e. Economic impact analysis f. Child Care Industry contribution to economy g. Child Care leverage effect h. Subsidies and labor force participation	University of Arkansas at Little Rock, College of Business, Institute for Economic Advancement; DHHS/DCCECE; Governor's Family Friendly Initiative	9/06 – 8/07
	B) Child Care Construction/Renovation Grants	1. Support expansion of quality child care programs through use of Community Development Block Grant fund for construction or renovation (funds are available to city or county government entities).	a. Application accepted and reviewed by DHHS/DCCECE staff b. Application reviewed by team representing AR Dept. of Economic Dev. (ADED), Planning and Development Districts, CCR&R and DHHS/DCCECE staff using scoring rubric. c. Recommendations for funding not to exceed \$750,000 referred to ADED each year d. Project required to submit plan to meet QA standards within one year of operation.	DHHS/DCCECE; AR Dept. of Economic Dev.	9/06 – 8/09

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(continued) 5. Increase the accessibility and affordability of high quality early care and education environments for all children	C) AR Child Care Facilities Guarantee Loan Fund	1. Financing strategy to support expansion of early care programs for applicants attempting to obtain bank loans.	a. Governor's AR EC Commission Finance committee serves as loan review. (Loans guaranteed for 80% of loan; amount not to exceed a guarantee of \$25,000.) b. Applicant must submit a declination letter from bank to be eligible for loan guarantee c. Programs required to participate in business training.	DHHS/DCCECE; EC Commission Finance Committee; Participating financial institutions	9/06 – 8/09
	D) Parental Tax credit on AR State Income tax for use of Quality Approval (QA) child care settings	1. Provide an incentive for families utilizing 'QA' child care programs (families may apply for a refundable tax credit equal to 20% of their federal cc tax credit on state income tax forms).	a. 'QA' utilization status maintained b. Reports submitted to Finance and Administration offices annually c. Partnership with Dept. of Finance and Administration to provide 'QA' child care programs with necessary tax forms for parents	DHHS/DCCECE; Dept. of Finance and Administration	9/06 – 8/09

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(continued) 5. Increase the accessibility and affordability of high quality early care and education environments for all children	E) Arkansas Well Child Reads	1. Assist pediatricians in providing age-appropriate books for children, giving parents “prescription to read,” supporting parents as their child’s first teachers and increasing role of literacy development.	a. Grant from DHHS/DCCECE to “Well Child Reads” to support participation by pediatricians	DHHS/DCCECE; Arkansas “Well Child Reads”	9/06 – 8/09
	F) Director – Mentor Quality Initiative <i>and</i> School-Age Quality Initiative	1. Improve the quality of children’s early education and out-of-school programs throughout the state	a. Conduct a 2-day orientation for participants b. Provide mentors for directors of programs seeking ‘QA’ accreditation c. Provide resources for participants to facilitate progress toward accreditation	ASU Childhood Services	9/06 – 8/09

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6. Provide/support for universal, voluntary, high-quality, pre-school/full-day kindergarten	A) Expansion plan for Public Pre-K (Arkansas Better Chance)	1. To provide access to high quality Pre-K experiences for approximately 10,000 3-4 year olds, who are currently not able to be served	a. Proposal to ask legislature for additional \$20 million to fund public Pre-K, bringing total funding from general revenue to \$80 million	Early Childhood Advocates; DHHS/DCCECE; Dept. of Education	9/06 – 8/07
			b. Proposal to ask legislature for additional \$20 million to fund public Pre-K, bringing total funding from general revenue to \$100 million		9/07 – 8/08
	B) ABC Longitudinal Study	1. Track academic progress of children participating in ABC Pre-K program through 4th grade benchmark exams	a. Research team completes classroom observations	DHHS/DCCECE; Department of Education; KeyStone Research Corporation	9/06 – 8/07
			b. Research team completes child observations		9/06 – 8/07
			c. Preliminary data analyzed, resulting strategies formulated		9/07 – 8/08

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(continued) 6. Provide/support for universal, voluntary, high-quality, pre-school/full-day kindergarten	C) 2005 IDEA Transition Guidelines	1. Provide comprehensive and uninterrupted special education and related services to eligible children receiving services in Part C of IDEA by the child's 3rd birthday, as they transition to Special Ed. Early Childhood Program	a. Part C Service coordinators will coordinate with Special Ed. Early childhood coordinators and Special Ed. LEA supervisors to ensure that federal and state requirements are following, allowing for a smooth transition for children and families b. Ensure that preschool children with disabilities are provided special ed. /related services in the least restrictive environment	DHHS/DDS; AR Dept. of Ed/Special Ed	9/06 – 8/09
7. Support state efforts to recruit/train/retain qualified early childhood educators/professionals	A) CDA Scholarship program	1. Provide opportunities for early care educators to attend high quality professional development at a college and receive college credit	a. CDA Advisory Committee oversees procedures: <ul style="list-style-type: none"> • All 2- and 4-year higher ed. Institutions are eligible to apply for participation • Review college applications • Review instructor applications • Reward student scholarships 	DHHS/DCCECE; CDA Advisory Committee	9/06 – 9/09

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(continued) 7. Support state efforts to recruit/train/retain qualified early childhood educators/professionals	B) NAEYC Associate Degree Program Accreditation	2. Establish standards for associate degree in early childhood programs	a. Recruit Arkansas colleges to participate in accreditation process b. Utilize program reviewers in Arkansas colleges	DHHS/DCCECE; NAEYC Associate Degree Program Accreditation; participating colleges	9/06 – 9/09

Arkansas SECCS Implementation Plan
Medical Homes Work Group

Medical Homes Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
1. Collaboration between DHHS, DOH and DCCECE to address sustainability of Healthy Child Care America goal to pursue high quality through standards	A) DCCECE Licensing Review and Revision Process	1) To create safe, healthy child care environments for all children, including those with special health care needs	a. DOH partner with DCCECE to compile formal comparison between state minimum licensing standards and national standards b. Ongoing revisions to MLR based on standards and “Caring For Our Children”	DHHS/DCCECE – Program Support and Licensing Units DHHS/DCCECE – Licensing Unit	Ongoing 09/06 – 8/09
2. Collaboration between DHHS, DOH and DCCECE to address sustainability of Healthy Child Care America goal to build the infrastructure by developing a network of child care health consultants.	A) Early Childhood Health Initiative – program that will target 5 ABC in Batesville, Hope, Monticello, N. Little Rock, and Paris	1) Provide access to health, nutrition, and safety education for children in child care, their families, and child care providers	a. Early Childhood Health Initiative – Goal to increase children’s health prospects through improved use, management and coordination of required EPSDT screens; and decrease risk of negative health outcomes, particularly childhood obesity, through targeted nutrition and physical activity strategies in preschool classrooms:	DHHS/DCCECE – linkages to DOH Community Health Promotions Specialists and Community Health Nurse Specialists, ADE	09/06 – 8/09

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Medical Homes Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 2. Collaboration between DHHS, DOH and DCCECE to address sustainability of Healthy Child Care America goal to build the infrastructure by developing a network of child care health consultants.	(cont.) A) Early Childhood Health Initiative (ECHI)	(cont.) 1) Provide access to health, nutrition, and safety education for children in child care, their families, and child care providers	a. Provide child health coordinators to link community resources, cc providers, classrooms and families b. Provide classroom-based assessment (NAP SACC) and curriculum to increase physical activity and provide nutrition education for children c. Provide mental health screening (DECA) to all program participants d. Provide TA to sites, base interventions on assessments, continuous evaluation	DCCECE/Arkansas Better Chance – public Pre-K programs	09/06 – 08/09
3. Collaboration between state agencies to address sustainability of HCCA goal to increase access to medical homes and health insurance through a) early care and ed. providers	A) Medical Homes Work Group and sub-groups	1) Develop strategies (e.g., disseminating materials or trainings) to increase awareness about the importance of the medical home and access to health insurance for child care providers.	a. Embed strategies within the proposed Quality Rating System (QRS) b. Convene Medical Home Advisory Group	AECCS Work Group members advocate with sub-group during construction of QRS plan Appointed Advisory Group from AECCS Medical Homes Work Group	09/06 – 08/07 09/06 – 08/07

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Medical Homes Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 3. Collaboration between state agencies to address sustainability of HCCA goal to increase access to medical homes and health insurance through: a) early care and education providers b) Healthcare providers, early childhood advocates, and the general public	(cont.) A) Medical Homes Work Group and sub-groups	(cont.) 1) Develop strategies (e.g., disseminating materials or trainings) to increase awareness about the importance of the medical home and access to health insurance for child care providers.	c. Advisory group serves as TA arm to aid in development of “Quality Counts” (QRS) website d. Advisory group serves as ongoing TA arm to CC Quality Initiative (QI) including supplying information to QI direct listserv	Appointed AECCS Medical Homes Advisory Group Appointed AECCS medical Homes Advisory Group	09/06 – 08/07 09/06 – 08/09
	B) Medical Homes Advisory group	1) Develop strategies (e.g., disseminating materials or trainings) to increase awareness about the importance of the medical home and access to health insurance for providers, childhood advocates and the general public	The Medical Homes Advisory Group will develop linkages with organizations that are currently providing education to health care providers and families concerning healthcare needs of children to include information concerning the medical home and health insurance.	Appointed AECCS Medical Homes Advisory Group – Linkages with AFMC, Connect Care, Arkansas Advocates, UAMS Continuing Ed., Division of Medical Services, and other organizations as identified	09/06 – 08/09

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4. Develop and implement policies to guide the care of children within the context of the community and the medical home	A) DHHS – DOH/DCCECE immunization efforts	1. Facilitate up-to-date and easily accessible immunization information for children in child care, increasing immunization rates and preventive services for children in child care	a. DHHS, DOH and DCCECE update policies, allowing child care providers to access Immunization Registry	DHHS – DOH DCCECE/Licensing Unit	09/06 – 08/07
			b. Educate child care providers on use of Immunization Registry	DHHS – DOH DCCECE/Licensing Unit	09/07 – 08/08
			c. Fully implement utilization of immunization data available to all licensed child care facilities	DHHS – DOH DCCECE/Licensing Unit	09/08 – 08/09
	B) Oral Health Initiative – two regions of the state participating in initiative – engagement and education of HS/EHS staff to promote oral health	1) Promote and increase access to quality, comprehensive, culturally competent preventive, diagnostic and treatment to improve oral health	a. Provide evidence-based parent education for oral health b. Provide caries risk assessment c. Provide anticipatory guidance d. Administer fluoride varnish to children at risk for dental caries	UAMS Dept. of Dental Hygiene; UAMS College of Nursing – Graduate Pediatrics; Delta Dental Plan of Arkansas; Arkansas Head Start – State Collaboration Project	09/06 - 08/09

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(cont.) 4. Develop and implement policies to guide the care of children within the context of the community and the medical home	C) Medical Homes Work Groups and sub-groups	1. Promote and increase access to quality, comprehensive, culturally competent health and developmental screening for young children	a. Embed strategies within the proposed Quality Rating System (QRS)	AECCS Work Group members advocate with sub-group during construction of QRS plan	09/06 – 08/07
			b. Convene Review Committee to formulate list of recommended screening tools	Selected members of Medical Homes Work Group to serve on review group	09/06 – 08/07
			c. Training on use of recommended tools developed and disseminated	DHHS – DCCECE	09/07 – 08/09
	D) Enactment and Enforcement of Act 1438, of the Regular Session of the State of Arkansas 85 th General Assembly	1. To provide eye and vision screening procedures and tests for children	a. All children in public and charter school Pre-K and Kindergarten shall receive an eye and vision screening b. Children who fail the screening shall be rescreened within one month	Arkansas Department of Education and local school districts (school nurse/local school vision care consultant)	09/06 – 08/09

Arkansas SECCS Implementation Plan

Medical Homes Program Specific Needs/Issues	Programs) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 4. Develop and implement policies to guide the care of children within the context of the community and the medical home	(cont.) D) Enactment and Enforcement of Act 1438, of the Regular Session of the State of Arkansas General Assembly	(cont.) 1. To provide eye and vision screening procedures and tests for children	(cont.) c. Any child who fails screening shall be rescreened within one month and report shall be mailed or given to parent or guardian. The report shall identify whether child passed or failed, and refer for comprehensive eye and vision examination d. Child who is referred shall be required to have comprehensive eye and vision examination conducted by an optometrist or ophthalmologist within 60 days of receipt of report. School shall follow up on referral process	(cont.) Arkansas Department of Education and local school districts (school nurse/local school vision care consultant)	(cont.) 9/06 – 8/09

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Medical Homes Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 4. Develop and implement policies to guide the care of children within the context of the community and the medical home	(cont.) D) Enactment and Enforcement of Act 1438, of the Regular Session of the State of Arkansas General Assembly	(cont.) 1. To provide eye and vision screening procedures and tests for children	(cont.) e. Adopt regulations that establish standards for training school nurses to perform eye and vision screenings. f. School districts shall de-identify screening results and report results by age grouping to the Arkansas Dept. of Ed and Arkansas Commission on Eye and Vision Care of School Age Children	(cont.) Arkansas Department of Education and local school districts (school nurse/local school vision care consultant)	(cont.) 09/06 – 08/09
		2. Study and evaluate whether children are receiving adequate eye and vision care, and continue to develop statewide plan to ensure the same	a. Conduct pilot study (encompassing rural and urban schools) to evaluate the pre- and post-performance test scores of children who have been referred for vision problems	AR Commission on Eye and Vision Care of School Age Children	09/06 – 08/07

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Medical Homes Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
5. Assess and seek to improve the quality of preventive and developmental care for young children	A) AECCS work groups: Social Emotional and Medical Homes	1) Pursue the administration of the “Promoting Healthy Development Survey” (PHDS)	a. Study feasibility of implementing the PHDS survey in Arkansas, pursue funding	AECCS Medical Homes/Social Emotional Work Group	09/06 – 08/07
			b. Pursue administration of the survey, and evaluation of data	Dependent on funding source	09/07 – 08/09
		2.) Convene informal learning collaborative to address needs identified in PHDS	a. Seek funding to convene	AECCS Medical Homes- Social Emotional Work Groups	09/06 – 08/07
			b. Choose pilot sites to conduct learning collaborative – building network of community resources – child care, as well as other community partners	Dependent on funding source	09/07 – 08/09

Arkansas SECCS Implementation Plan
Social-Emotional Health Work Group

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 1. Provide mental health and social-emotional development training, consultation, technical assistance, and support to early childhood providers and professionals.	D) “Social Emotional Learning In Arkansas” (*University of Arkansas Early Care and Education Projects – UA ECEP)	1. To strengthen the capacity of preschool programs to improve the social and emotional outcomes of young children.	a. Curriculum Draft completed	*UA ECEP (Dr. Bokony)	9/06 – 11/06
			b. Field tests (2)	UA ECEP (Dr. Bokony + trainer(s) to be named)	12/06 – 3/07
			c. Curriculum Panel review	UA ECEP	3/07
			d. Train the Trainer	UA ECEP (Dr. Bokony + field test trainer(s))	5/07 – 7/07
			e. Implement Statewide	UA ECEP & local projects	7/07 – 8/09
2. Provide training to early care and education professionals and home visitors regarding screening young children for delays in social emotional development (e.g., training on ASQ-SE, DECA, etc.)	A) Early Childhood Mental Health Consultation Project	1) Enhance the capacity of child care centers/teachers to prevent and manage mental health problems in children	Original program staff participated in training in the use of the DECA and DECA-C. Ongoing training of new staff is still occurring.	DCCECE; DBHS; UAMS; Head Start Collaboration office; Ozark Guidance Center; Counseling Associates; Mid-South Health Systems	9/06 – 8/07
	B) Early Childhood Health Initiative – (5 ABC pilot sites)	1) Provide access to health, nutrition and safety education for children in child care, their families, and child care providers	Devereaux Early Childhood Assessment administered to all children in 5 sites	DCCECE/ABC	9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(continued) 2. Provide training to early care and education professionals and home visitors regarding screening young children for delays in social emotional development (e.g., training on ASQ-SE, DECA, etc.)	C) Social Emotional Work Group and sub-groups	1) Identify, develop and/or provide social emotional screening tools/developmental assessment instruments to be used in early childhood programs and/or service provision	a. Embed strategies within the proposed Quality Rating System (QRS)	AECCS Social Emotional work group members advocate with sub-group during construction of QRS plan	9/06 – 8/07
			b. Convene Review Committee to formulate list of recommended screening tools for EC programs (especially those participating in QRS)	Selected member of SEH and MH work groups (and possibly others) to serve on review group	9/06 – 8/07
			c. Training on use of recommended tools developed and disseminated	DHHS/DCCECE	9/07 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 2. Provide training to early care and education professionals and home visitors regarding screening young children for delays in social emotional development (e.g., training on ASQ-SE, DECA, etc.)	D) Arkansas Strengthening Families Initiative	1. Build evidence-based protective factors (including the social and emotional competence of children) around children and families through participation in high quality early care and education experiences, providing early care programs with tools and resources that will support them in implementing this approach.	a. Develop an online training module for early care programs in the use of the SFI self-assessment	DHHS – DCCECE /DCFS; AR Children’s Trust Fund; U of A Coop. Ext; National Zero To Three	9/06 – 9/09
			b. Test online module for use in Phase One of QRS.		9/06 – 8/07
			c. Fully implement use of module in QRS		9/07 – 8/09
	E) Home Instructions for Parents of Preschool Youngsters (HIPPY)	1. HIPPY programs empower parents as primary educators of their children, foster parent involvement in school and community life, and enhance early learning experiences.	a. Provide training, research-based curriculum, parent group meetings, health and developmental screenings to meet family needs	State HIPPY, Local HIPPY programs, DHHS/DCCECE (ABC), Local School Districts, faith-based institutions and private agencies	9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
3. Increase early childhood awareness/outreach on the importance of social emotional development of children	A) AECCS Social Emotional Work Group and sub-groups	1. Develop strategies (e.g. disseminating materials or trainings) to increase awareness about the importance of the social emotional health of children.	a. Embed strategies within the proposed Quality Rating System (QRS)	AECCS Social Emotional Work Group members advocate with sub-group during construction of QRS plan	9/06 – 8/07
			b. Convene Social Emotional Advisory Group to serve as TA arm to aid in development of “Quality Counts” (QRS) website, tool kit development and ongoing advisory capacity to Quality Direct listserv	Appointed AECCS Social Emotional Advisory Group	9/06 – 8/09
	B) “Quality Counts” public relations campaign	2. Create a demand for high quality early education programs among parents of young children	a. Emphasize to parents the importance of quality experiences in all of the learning domains, including social and emotional learning.	PR sub-group; DCCECE; AECA; The Communications Group	9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
4. Develop standards of care (evidence-based practice) for mental health treatment and services for young children)	A) System of Care Assessment and Framework Plan	1. Develop a System of Care Plan for children with serious emotional disturbances and their families, pursuant to the requirements of H.B. 2535 (Act 2209 of Regular Session, AR 85 th B.A., 2005).	a. <u>Deliver</u> <i>Arkansas System of Care Assessment and Framework</i> plan to DHHS for their consideration	DHHS/Div. of Behavioral Health; CASSP Coordinating Council; Pediatric Dept. of the University of Arkansas for Medical Sciences; DHHS/DCCECE	9/06 – 8/07
			b. <u>Establish</u> Early Childhood Workgroup to design and implement mechanisms to educate EC providers about mental health needs and care approaches		9/06 – 8/07
			c. <u>Continue</u> promotion of Primary Care Physician medical home practices		9/06 – 8/09
			d. <u>Train</u> mental health professionals regarding early childhood practices		9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(continued) 4. Develop standards of care (evidence-based practice) for mental health treatment and services for young children)	(continued) A) System of Care Assessment and Framework Plan	(continued) 1. Develop a System of Care Plan for children with serious emotional disturbances and their families, pursuant to the requirements of H.B. 2535 (Act 2209 of Regular Session, AR 85 th B.A., 2005).	(continued) <u>e. Expand</u> current school-based mental health programs to lower grades <u>f. Expand</u> mental health components of the EPSDT screen; and <u>g. Educate</u> the public about early childhood mental health needs and care approaches	DHHS/Div. of Behavioral Health; CASSP Coordinating Council; Pediatric Dept. of the University of Arkansas for Medical Sciences; DHHS/DCCECE	9/06 -8/09 9/06 – 8/09 9/06 – 8/09
5. Ensure that domestic violence treatment and intervention services are readily available in communities	A) Violence Against Women (VAW) Task Force	1. Provide accessible, appropriate, equitable and sensitive intervention to every victim of sexual and domestic violence.	a. Identify gaps in service availability; document current services available and map out areas to determine radius between agencies b. Address gaps - task force members meet with community leaders and service providers to address needs and develop service directory	Arkansas Comm. On Child Abuse, Rape and Domestic Violence (ACCARDV); Arkansas Coalition Against Domestic Violence (ACADV); Arkansas Crime Information Center (ACIC); Family Service Agency (FSA); Partners for Inclusive Communities	9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 5. Ensure that domestic violence treatment and intervention services are readily available in communities	(cont.) A) Violence Against Women (VAW) Task Force	2. Provide agencies that assist women who experience sexual or domestic violence with information on resources and services available	<p>a. Make material accessible to immigrants, people with limited English speaking capability and disabilities</p> <p>b. Develop, maintain and update website containing resource and service information</p> <p>c. Identify current sources of transportation and child care, working with service providers to identify churches, schools and other volunteers to recruit in helping with child care</p> <p>d. Maintain a list of volunteers to contact when needed (in each area), transportation services, etc.</p>	VAW Task Force (partners listed above)	9/06 – 8/09

Arkansas SECCS Implementation Plan

Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 5. Ensure that domestic violence treatment and intervention services are readily available in communities	(cont.) A) Violence Against Women (VAW) Task Force	3. Develop a network of support for survivors and potential victims of sexual abuse and domestic violence	a. Provide training and support for survivors and potential victims which focuses on: <ul style="list-style-type: none"> Enhancing skills to obtain employment Financial guidance Accessing legal assistance Providing information about resources to obtain assistance 	VAW Task Force (partners listed above)	9/06 – 8/09
6. Promote strategies for ensuring that all women are screened for perinatal/maternal depression	A) UAMS Angels DREAM (<u>D</u> epression <u>R</u> elief <u>E</u> ducation in <u>A</u> ntenatal <u>M</u> edicine)	1. Angels DREAM is a multi-lingual, statewide public awareness campaign designed to reduce the stigma associated with perinatal depression and increase the screening, referral, and treatment of this mental illness.	a. Statewide, multi-lingual public media campaign b. Statewide obstetric provider education c. Collection of heretofore scant data on perinatal depression in Arkansas	Dr. Linda Worley, Dr. Curtis Lowery	9/06 – 8/09

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Social-Emotional Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
7. Facilitate linkages and coordination among mental health initiatives in the state to improve the social emotional development of young children and the infrastructure for mental health services for young children	A) Arkansas Collaborating To Improve Our Network (ACTION) – System of Care SAMHSA Cooperative Agreement for targeted area of Craighead, Lee, Mississippi and Phillips counties	1. Develop a comprehensive System of Care (SOC) for children/youth with SEC and their families	<p>a. Complete logic model and TA training plan</p> <p>b. Include early childhood population as a specific targeted population</p>	State of Arkansas/Counseling Services of Eastern Arkansas; Mid-South Health Systems	<p>9/06 – 8/08</p> <p><i>Indefinite</i></p>

Arkansas SECCS Implementation Plan
Family Support Work Group

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
1. Develop and implement a comprehensive family support program (including training and technical assistance) for individuals who serve young children and their families	A) "Welcome The Children" program	1. Affirm and strengthen families' cultural, racial and linguistic identities and enhance their ability to function in a multicultural society	a. Facilitate appropriate referrals for services for children who speak Spanish and have developmental delays	DHHS – DCCECE UAMS Partners for Inclusive Communities	9/06 – 8/09
			b. Assist Child Care Providers and early childhood educators through training and technical assistance to understand cultural issues and learn strategies to support children who speak Spanish c. Welcome the Children – Celebrating Cultural Harmony – annual statewide conference to support diversity issues	DHHS – Div. of Child Care and Early Childhood Education; Div. of Volunteerism; UALR; ADE/Migrant Ed.; AR Head Start Collaboration Office	9/06 – 8/09
	B) Arkansas Home Visiting programs	1. PAT - All children will learn, grow and develop to realize their full potential.	a. Provide training and curriculum for home visits, parent group meetings, screenings, community connections for families with children (prenatal to age 5) through PAT <i>Born To Learn</i> curriculum.	Even Start, Arkansas Better Chance, School Districts, AR Children's Trust Fund, Schools of the 21 st Century, faith-based and private contributions	9/06 – 8/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 1. Develop and implement a comprehensive family support program (including training and technical assistance) for individuals who serve young children and their families	(cont.) B) Arkansas Home Visiting programs	(cont.) 1. PAT	(cont.) b. Help professionals understand the challenges of diversity c. Improve professionals' ability to help families discover their own strengths	(cont.) Even Start, Arkansas Better Chance, School Districts, AR Children's Trust Fund, Schools of the 21 st Century, faith-based and private contributions	9/06 – 8/09
		2. HIPPY – Foster parent involvement in school and community life	a. Provide training, research-based curriculum, parent group meetings, health and developmental screenings to meet family needs	State HIPPY, Local HIPPY programs, DHHS/DCCECE (ABC), Local School Districts, faith-based institutions and private agencies	9/06 – 8/09
		3. Family Development Credential – Improve the ability of frontline workers to help families and individuals they assist to set/reach their own goals for self reliance	a. Implement research-based, comprehensive curriculum in family support principles b. Expand FDC program to other institutions in Arkansas	Ouachita Technical Institute DHHS/DCCECE; Ouachita Technical Institute; Mid-South Regional Family Development Credential Program - UMKC	9/06-8/09 9/07-8/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
2. Ensure that home visitation and other strategies, such as one stop shopping agency level case management services programs that provide family support, information and education are readily available in communities	A) Statewide Technical Assistance and Resources Team (STAR Team)	1. To provide technical assistance for the start-up and maintenance of new home visiting programs for pregnant and parenting teens in approximately 22 communities in Arkansas, both rural and urban over the next 5 years.	a. Identify existing programs that need technical assistance to improve quality of services. b. Issue special RFP to identify and fund the establishment of new home visiting programs. c. Provide technical assistance to new program	Centers for Youth and Families - Parent Center; Healthy Connection, Inc.; AR Children's Trust Fund	9/06 – 8/09
	B) AECCS Family Support and Parenting Education work groups and sub-groups	2. Develop strategies to provide access to family support services statewide	a. The Family Support/Parent Education work groups will develop linkages with organizations that are currently providing family support services	AECCS Family Support/Parent Ed members – linkages with PAT, HIPPY, Schools of the 21st Century, Even Start, AR Children's Trust Fund, DHHS/DCCECE, DCO, DOH and DCFS	09/06 – 08/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
3. Increase and/or strengthen the avenues through which families can access information and resources that promote families and nurture children (e.g., via the media, internet, print publications, emergency lines)	A) AECCS Family Support Work Group and sub-groups	1. Accessible information system shall be developed to help connect families to needed resources	a. Embed strategies within the proposed Quality Rating System (QRS)	AECCS Family Support Work Group Members	09/06 – 12/06
			b. Family Support Work Group members advocate with sub-group during construction of QRS plan		09-06 – 12/06
			c. Convene Family Support Advisory Group to serve as TA arm to aid in development of “Quality Counts” (QRS) website, tool kit development and ongoing advisory capacity to “Quality Initiative” Direct listserv	AECCS Family Support Work Group Members; “Quality Counts” subgroup; The Communications Group	09/06 – 08/08
			d. Support and encourage the development of eligibility wizard, first incorporating programs within DCCECE (“division model”), then incorporating programs from other divisions within DHHS	Family Support Work Group Members; DHHS/DCCECE; Northrup Grumman	09/06 – 08/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 3. Increase and/or strengthen the avenues through which families can access information and resources that promote families and nurture children (e.g., via the media, internet, print publications, emergency lines)	(cont.) A) AECCS Family Support Work Group and sub-groups	(cont.) 1. Accessible information system shall be developed to help connect families to needed resources	(cont.) e. Expand scope of eligibility wizard to include all state agencies, working from the “division” level to full agency participation f. Begin process of converting eligibility wizard to actual online application, based on “division model” process (as with eligibility wizard)	(cont.) Family Support Work Group Members; DHHS/DCCECE; Northrup Grumman; Dept. of Education, additional agencies to meet demand	(cont.) 9/06 – 8/08 9/07 – 9/08
	B) AR Strengthening Families Initiative	1. Families are resources to their own members, to other families, to programs, and to communities.	a. SFI Parent Leadership Team from the 5 “Promising Practices Programs” receive training to strengthen community leadership skills b. SFI Parent leadership teams from the 5 “Promising Practice Programs” serve as mentors to other parents in the SFI network, speak out in various regional and statewide venues (EC conferences, etc.)	Alliance of Children’s Trust Funds Seed Grant; AR Children’s Trust Fund; DHHS/DCCECE; AR SFI Network SFI Parent Leadership team from “Promising Practice Programs”	9/06 – 8/07 9/07 – 8/08

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
4. Provide assistance and support to families with special health care needs.	A) Partners for Inclusive Communities	1. To support individuals with disabilities and families of children with disabilities to fully and meaningfully participate in community life, effect systems change, prevent disabilities and promote healthy lifestyles	a. Implement “Arkansas Disability and Health Program” – promote good health of children and adults by identifying interventions that reduce or eliminate secondary conditions	UAMS Partners; Centers for Disease Control	9/06 – 8/09
			b. Implement “Children and Adults with Disabilities Safety Project” – promote efforts that help prevent rape and sexual assault among children and adults with disabilities by providing safety information for persons with disabilities, families, disability service providers and school personnel; networking with other rape prevention programs.	UAMS Partners; Arkansas Commission on Child Abuse, Rape and Domestic Violence	9/06 – 8/09
			c. Implement “Developmental Outreach Clinics” (DOC) – Transdisciplinary assessment clinics held across state for children with disabilities, parents and providers	UAMS Partners (Dr. Eldon Schulz)	9/06 – 8/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 4. Provide assistance and support to families with special health care needs.	(cont.) B) Partners for Inclusive Communities	(cont.) 1. To support individuals with disabilities and families of children with disabilities to fully and meaningfully participate in community life, effect systems change, prevent disabilities and promote healthy lifestyles	(cont.) d. Implement “Leadership Development in Neurodevelopmental Disabilities (LEND) – Provide interdisciplinary training to students and professionals serving children with developmental disabilities, including family-centered care concepts.	(cont.) UAMS Partners	(cont.) 9/06 – 8/09
	C) Arkansas State Improvement Grant / Parent Initiative	1. Implement a Parent Mentor Program for parents of children impacted by AR Literacy Initiatives and focus on building linkages between the schools and home.	a. 100 “Parent Mentors” (parents of children with special needs) work with other parents, assisting them in the provision of literacy interventions and positive behavioral in-home supports	ADE/Special Ed and AR Parent Training and Information Center – Parent Mentor Network	9/06 – 8/09

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
5. Support family self-sufficiency through the promotion of asset development for working families, increased access to familial entitlements, resources and education, and/or career guidance opportunities	A) Family Development Credential pilot	2. Offer a research-based, comprehensive curriculum in family support principles, which significantly improves the ability of frontline workers to help the families and individuals they assist to set and reach their own goals for self-reliance.	a. Evaluate pilot year and explore ways to expand. b. Family Development Credential offered in additional site	Ouachita Technical Institute DHHS/DCCECE; Ouachita Technical Institute; Mid South Regional Family Development Credential Program – UMKC	9/06 – 8/07 9/07 – 8/09
	B) Arkansas Career Pathways Initiative	1. Deliver effective sector-focused post-secondary training to low-income adult students by addressing challenges to enrollment and successful completion.	a. Provide state (TANF) funds to 11 two-year colleges to develop and implement campus-based career pathways programs b. Establish websites at all participating institutions c. Produce and air TV/media spots to disseminate information about program	AR Dept. of Higher Ed; AR Dept. of Two-year Colleges; AR DHHS; AR Dept. of Workforce Ed; AR Transitional Employment Board; Southern Good Faith Fund	9/06 – 8/07

Arkansas SECCS Implementation Plan

Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 5. Support family self-sufficiency through the promotion of asset development for working families, increased access to familial entitlements, resources and education, and/or career guidance opportunities	(cont.) C) Arkansas Statewide Family Literacy Initiative	(cont.) 1. To improve the child's academic success and to provide families a means of assistance for their individual educational needs.	(cont.) a. Partner with DHHS/DCCECE (ABC) Pre-K programs and public schools to provide parent literacy training, age-appropriate education for children, "Parent and Child (PAC) Time/Interactive Literacy", and training for parents regarding their role as their child's first teacher	(cont.) ADE; DHHS/DCCECE (ABC); public schools	(cont.) 9/06- 8/09
6. Address the need for funding for family support services for all children and their families.	A) AECCS Family Support, Parenting Education work groups and sub-groups	1. Develop strategies to maximize funding streams in order to reach the greatest number of families with the most effective means possible.	The AECCS Family Support/Parenting Education work groups will develop linkages with organizations that are currently providing family support services to families.	Appointed AECCS Family Support/Parenting Education work group members – linkages with PAT, HIPPY, DHHS/DCCECE, Head Start, Schools of the 21st Century; AR Children's Trust fund; Even Start	09/06 – 08/09

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Family Support Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 6. Address the need for funding for family support services for all children and their families.	(cont.) B) Arkansas Better Chance (public Pre-K) programs	(cont.) 1. To serve low-income children and their families by providing high quality early childhood educational opportunities.	(cont.) a. According to legislative mandate, set aside \$100 per child for parent involvement resources and activities	(cont.) DHHS/DCCECE (ABC); public schools; private cc providers; Head Start; Educational Coops	(cont.) 9/06 – 8/09
7. Support the establishment of multi-purpose community centers (e.g., Family/Community Resource Centers) where parents and families can readily access family education, resources and information	A) AECCS Family Support and Parenting Education work groups and sub-groups	1. Develop strategies to encourage the development of family resource centers, and utilization of community resources through entities already positioned to implement	The AECCS Family Support/Parenting Education work groups will develop linkages with organizations that are currently offering outreach to communities across the state.	Appointed AECCS Family Support/Parenting Education work group – linkages with PAT, HIPPY, DHHS/DCCECE, Head Start, Schools of the 21 st Century, Child Care Resource and Referral Network; Centers for Children and Families; Arkansas SFI; Arkansas Children's Trust Fund; Centers for Effective Parenting	9/06 – 8/09

Arkansas SECCS Implementation Plan
Parenting Education Work Group

Parenting Education Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
1. Provide affordable, accessible, and appropriate parenting education opportunities for all parents through a number of access points (e.g., the early education system, pediatric health care system, community organizations, faith-based organizations)	A) DHHS/DOH Healthy Hometown Coalitions	1. Assure conditions, which encourage a healthier quality of life for all Arkansans, and provide leadership to help individuals, communities and institutions meet their needs for disease prevention, community health assessment, health promotion and service delivery.	a. Utilize Healthy Hometown Coalition network as community resource and to serve as a hub for dissemination for parenting education with regard to health and nutrition issues	Parenting Education Work Group; DHHS/DOH; Healthy Hometown Coalitions	9/06 – 8/09
	C) ADE/Special Ed State Improvement Grant – Parent Initiative	1. Implement a Parent Mentor Program for parents of children impacted by AR Literacy Initiatives and focus on building linkages between the schools and home.	a. Aid families and schools in developing good working relationships through personal advocacy, group trainings and information and referral	ADE/Special Ed and AR Parent Training and Information Center	9/06 – 8/07

Arkansas SECCS Implementation Plan

Parenting Education Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 1. Provide affordable, accessible, and appropriate parenting education opportunities for all parents through a number of access points (e.g., the early education system, pediatric health care system, community organizations, faith-based organizations)	(cont.) C) ADE/ Special Ed State Improvement Grant – Parent Initiative	(cont.) 1. Implement a Parent Mentor Program for parents of children impacted by AR Literacy Initiatives and focus on building linkages between the schools and home.	(cont.) b. Disseminate and utilize <i>“The Stop & Think Parenting Book: A Guild to Children’s Good Behavior”</i> with accompanying DVD or videotape – to develop interpersonal, problem-solving and conflict resolution social skills that will help them be successful both at home and at school c. 100 “Parent Mentors” work with other parents, assisting them in the provision of literacy interventions and positive behavioral in-home supports	(cont.) ADE/Special Ed and AR Parent Training and Information Center ADE/PTI Parent Initiative – Parent Mentor Network	(cont.) 9/06 – 8/07 9/06 – 8/09 9/07 – 8/09

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2. Develop a statewide system of training and technical support for parenting education providers	A) AECCS Parenting Education, Family Support work groups and sub-groups	1. Parenting Education services shall be coordinated statewide.	a. Convene task force to define purpose and scope of coordinating body	AECCS Parenting Education and Family Support Work Groups; Appointed Task Force; APEN	9/06 – 8/07
			b. Task force brings recommendations to Arkansas Parenting Education Network (APEN)		9/07 – 8/08
			c. Coordinating body formed and begins to function, according to recommendations of task force and input from APEN		9/07 – 8/09
		2. Develop strategies (e.g. disseminating materials/trainings) to increase awareness about the importance of parenting education.	a. Embed strategies within the proposed Quality Rating System (QRS)	AECCS work group members advocate with sub-group during construction of QRS plan and phase one of QRS implementation	9/06 – 8/09
			b. Convene Parenting Education Advisory Group to serve as TA arm in development of “Quality Counts” (QRS) website and Quality Initiative (QI) direct listserv	Appointed Advisory Group	9/06 – 8/08

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3. Educate parents and familial caregivers on the importance of child development and school readiness through trainings and dissemination of materials	A) Arkansas Home Visiting Programs	1. Parents As Teachers - All children will learn, grow and develop to their full potential	<p>a. PAT parent educators share information about parenting skills and child development in ways that are respectful of families' behavior and cultural norms</p> <p>b. PAT parent educators utilize <i>Born To Learn</i> curriculum to deliver personal visits with a focus on child development and parent-child interaction</p>	Arkansas PAT network of parent educators; PAT National Center	9/06 – 8/09
		2. HIPPY (Home Instruction for Parents of Preschool Youngsters) - Empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences	a. HIPPY homebased educators will work individually with parents in their homes, using the research based age- and developmentally appropriate HIPPY curriculum.	HIPPY State Office, Local HIPPY Staff	9/06 – 8/09

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(cont.) 3. Educate parents and familial caregivers on the importance of child development and school readiness through trainings and dissemination of materials	B) Arkansas Strengthening Families Network	1. Build evidence-based protective factors around children and families through participation in high quality early care and education experiences, providing parents with support and education regarding child development issues.	a. Disseminate SFI materials to early childhood programs and encourage SFI network programs to mentor other early childhood programs, enlarging the scope of the initiative	Arkansas SFI Network; AR Children's Trust Fund; DHHS/DCCECE; SFI /AECCS Leadership Team	9/06 – 8/09
4. Promote and enhance quality parent education and support programs such as Parents as Teachers, Fatherhood, Early Head Start, and Head Start programs, etc.	A) Parents As Teachers	1. All children will learn, grow and develop to their full potential.	a. PAT is an approved curriculum of Arkansas Better Chance (as public Pre-K expansion is implemented) b. PAT is part of Even Start, Title I programs; PAT meets HS performance standards	DHHS/DCCECE (ABC); ADE (Even Start); Head Start	9/06 – 8/09

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Parenting Education Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 4. Promote and enhance quality parent education and support programs such as Parents as Teachers, Fatherhood, Early Head Start, and Head Start programs, etc.	(cont.) B) HIPPY-Home Instruction for Parents of Preschool Youngsters	(cont.) 1. HIPPY programs empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences	(cont.) a. HIPPY is an approved curriculum of the Arkansas Better Chance for School Success pre-kindergarten program. b. HIPPY cited as an OJJDP exemplary program, and member of the National Home Visiting Forum (sponsored by Harvard University).	(cont.) DHHS/DCCECE, ADE, State and Local HIPPY	09/06 – 08/09
5. Provide families with a meaningful role in the development of policies and programs at the State and local level (e.g., serving on early childhood boards, committees and task forces)	A) Arkansas Strengthening Families Initiative	1. Build evidence-based protective factors around children and families through participation in high quality early care and education experiences, where program staff value and support parents	a. Parent Leadership Team is convened from 5 SFI “Promising Practice Programs” – serving as a model for SFI network and cc programs statewide b. Parent Leadership Team from 5 PPPs to conduct parent-led activities to benefit local program	Alliance of Children’s Trust Funds Seed Grant; AR Children’s Trust Fund; DHHS/DCCECE; SFI Network and leadership team	9/06 – 8/07 9/07 – 8/08

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Parenting Education Program Specific Needs/Issues	Program(s) to address need	Goal/Mission Statement	Action Step(s)	Party Responsible	Projected Date of Completion
(cont.) 5. Provide families with a meaningful role in the development of policies and programs at the State and local level (e.g., serving on early childhood boards, committees and task forces	C) Arkansas Early Childhood Economic Impact Study	1. Study the Early Care and Education industry in Arkansas in order to consider its contributions to Arkansas' economy, examine the evidence to support high quality in early care and education, government savings and the workforce impact of early care and education in Arkansas.	a. Parent focus groups are conducted	DHHS/DCCECE; UALR Child Data Center	9/06 – 8/07
(cont.) 5. Provide families with a meaningful role in the development of policies and programs at the State and local level (e.g., serving on early childhood boards, committees and task forces	D) “Quality Counts” PR campaign	1. Create a demand for high quality early care and education programs among parents of young children	a. Questions are formulated for QRS parent focus groups b. Parent input is obtained through QRS parent focus groups	AECCS Parent Ed/Family Support Work Groups; “Quality Counts” PR sub-group; The Communications Group	9/06 – 8/07

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6. Address the need for funding for parent education services for all children and their families	A) AECCS Parenting Education, Family Support work groups and sub-groups	1. Develop strategies to maximize funding streams in order to reach the greatest number of parents with the most effective means possible.	The AECCS Parenting Education/Family Support work groups will develop linkages with organizations that are currently providing parenting education services to families.	Appointed AECCS Parenting Education/Family Support work group members – linkages with PAT, HIPPY, DHHS/DCCECE, Head Start, Schools of the 21st Century, University of Arkansas Cooperative Extension	09/06 – 08/09
7. Support the establishment of multi-purpose community centers (e.g., Family/Community Resource Centers) where parents and families can readily access parent education, resources and information	A) AECCS Parenting Education, Family Support work groups and sub-groups	1. Develop strategies to encourage the development of family resource centers, and utilization of community resources through entities already positioned to implement.	The AECCS Parenting Education/Family Support work groups will develop linkages with organizations that are currently offering outreach to communities across the state.	Appointed AECCS Parenting Education/Family Support work group members – linkages with PAT, HIPPY, DHHS/DCCECE, Head Start, Schools of the 21st Century, CCR&R Network; Governor's Family Friendly Initiative; Invest Early; Centers for Children and Families; Arkansas <i>Strengthening Families</i>; Arkansas Children's Trust Fund; Centers for Effective Parenting	9/06 – 8/09